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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to answering questions using information gathered through direct observations, experiments, and other sources. It begins with reference to the particular content standard addressed in the package, the educational level of the package (honors intermediate), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) collect data on effective mystery stories, analyze it, and make a report; (2) plan and report on possibilities for further research; (3) conduct an interview or develop a survey about literature; and (4) evaluate literature according to criteria developed during research. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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Minnesota Department of Children, Families and Learning
Performance Package
Minnesota Profile of Learning

Content Standard: Inquiry I.1 — √ Honors Intermediate Level

Course: Reading/Literature — ____ Partial

Title of Package/Activity: The Mystery of Mysteries (Genre Study) — ____ Required

Summary Statement of Content Standard:

Answer questions using information gathered through direct observations, experiments, and other sources.

Description of Student Performances:

		Performance Record	Achievement*
Task 1:	Collects data on literature, analyzes it, and makes a report.	Date:	Grade:
Task 2:	Plans and reports on possibilities for further research.	Date:	Grade:
Task 3:	Conducts an interview or develops a survey about literature.	Date:	Grade:
Task 4:	Evaluates literature according to criteria developed during research.	Date:	Grade:

FINAL ACHIEVEMENT GRADE/RATING: 4 3 2 1

Task Management Skills:

Performance Record

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

***Scoring Criteria**
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

PERFORMANCE PACKAGE TASK 1
The Mystery of Mysteries (Genre Study)

Standard Code: Inquiry I.1 ___√___ Honors Intermediate Level

Topic: Literary Inquiry _____ Partial

Amount of Time: 3 weeks _____ Required

Specific Statement(s) from the Standard:

What students should do:

1. Gather information from direct observations or experiments with a variable:
   a. frame a question
   b. collect, record and display data
   c. identify patterns
   d. compare individual findings to large group findings
   e. identify areas for further investigation

Product:

Semantic feature matrix
Overhead visuals
Meta-matrix

Central Learning:

- Identify and apply criteria to make judgments about a product, situation, or idea.

Task Description:

When a writer submits his/her work for formal review, the work is judged based upon a set of criteria. Many of you are interested in writing mysteries and have submitted mystery stories to your teacher or to your peers (see special notes). How do you know when a mystery is "good?" What are the features of an "effective" mystery? What things do mystery writers pay attention to in the process of creating their stories? You will investigate the qualities of good mystery writing and develop shared criteria for evaluating mystery stories. In reading, you can use these criteria to help frame your entries in a response journal. In writing, these criteria can be used by you in drafting, revising, peer conferencing, self-editing, and self-assessing your own mystery stories. They can also be used by your teacher in conferencing with you and in grading your final publications.

1. Do a "quick write" in your journal by responding to the following questions:
   - Do you like to read mysteries?
   - Do you like to write mysteries? Why or why not?
   - How do you know when a mystery you've read or a mystery you've written is "good?"

2. Using your "quick write" as a starting point, develop a semantic feature matrix by listing all of the qualities you believe to be important in a good mystery (see example). Your matrix must include at least five features, but may include as many as you think contribute to good mystery writing.

3. Read at least three selections from the mystery bibliography (see special notes). You may read additional selections if you would like or if you find that you need additional information. If you would like to read a mystery that is not on the bibliography, please sign up for a conference before proceeding. As you read each selection, use the semantic feature matrix to gather information about the qualities of a good mystery. Use the standard notations of (-) to indicate that a quality is not represented in the book, (√) to indicate that a quality is represented, and (+) to indicate when a quality is represented effectively. List specific examples and page numbers for those qualities that are represented. As you read, you may find that you want to revise your list of semantic features. Feel free to revise your matrix so that it reflects all of the qualities you believe to be important features of mystery writing.

4. After you have finished the reading, analyze your data by looking for patterns.
   - Are certain features well represented in the mysteries you read?
   - Are certain features lacking in the mysteries you read?
   - Are there certain features that you feel contribute a great deal to the effectiveness of a mystery story?
   - Are there certain features that you feel are less important?
   - Are there features that you feel need to be added? Deleted? Worded differently?

   Based on your reading, what are the most important features of mystery writing?

5. Prepare an overhead visual to summarize your findings. Using the visual, you will have two to five minutes to discuss your matrix and your findings with the class.

6. When you report your results, make sure to listen carefully to all the students who report before you. In reporting your findings, you will want to make unique contributions to the class discussion.

   First of all, your task is to report on unique features that you have investigated through your reading. You should not repeat features that have been listed by students earlier in the discussion, but you should contribute points that have not been mentioned up to that point. You can also contribute in this area when you have a clarifying statement to make about a feature. For example, someone may have mentioned "suspense" prior to your report and you can expand upon that by being clearer about what that means to you and how you define it.

   Secondly, you should contribute new information from books that your colleagues haven't read as it relates to the existing features under discussion. For example, if one of the students has listed "suspense" as an important criterion and you have read a book with an outstanding (+) example of suspenseful writing, you should contribute that title and specific examples to the discussion.

   Thirdly, you will want to contribute unique findings to the discussion. Did you discover anything about the features of mystery writing that you want to share with your classmates?

7. During the class discussion, take notes on a meta-matrix and aggregate the data that is presented (see example). Prepare a larger, blank matrix prior to the discussion so that you are prepared to take notes. The meta-matrix should list:
   - the features you investigated in your own reading
   - features contributed by your classmates during the discussion
   - clarifying statements made by your classmates during the discussion
   - important titles representative of certain features
   - notes related to specific findings.

8. Review your meta-matrix. Is there a specific feature or criterion that interests you? Is there a feature that you think is a high priority for effective mystery writing? Is there a feature that confuses you? Using a highlighter, indicate a target area that you will investigate further.

9. Submit your original semantic feature matrix, overhead visuals, and highlighted meta-matrix for review.

PERFORMANCE PACKAGE TASK 1
The Mystery of Mysteries (Genre Study)

Task Management Skills:

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

STUDENT PERFORMANCE TASK 1
The Mystery of Mysteries (Genre Study)

SEMANTIC FEATURE META-MATRIX (Example)

Semantic Feature Meta Matrix: Students should take notes during class discussion (by adding features, clarifications, important titles and notes about specific features), aggregate data, develop meta-matrix, and target area for further investigation. This example is for illustrative purposes only; a sampling of cells contain representative notes. Actual chart should be done on butcher paper to enlarge the format.

Features of a "Good" Mystery	**My Title:** The True Confessions of Charlotte Doyle by Avi	**My Title**	**Other Titles**
Strong Lead	"An Important Warning" pages 1-3; "Not every 13 year old girl is accused of murder, brought to trial and found guilty... Be warned however...if strong ideas and action offend you, read no more."		Letter to Saxonberg from The Mixed-Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg
Tense Atmosphere			
Interesting Crime or Unusual Event			
Intelligent and Trustworthy Main Character			
Careful Detection			
Foreshadowing with Clues			
Suspenseful Cliff-Hangers	Approaching the captain, page 32. Capsizing, page 148. Captain Jaggery overboard, page 208.		
Use of Strong Action Verbs			
Tight Plot with No Loose Ends			
Satisfying Resolution			T.R. Waxler--her secret, hurrying home from funeral, asking young Alice if she wants to play chase in The Westing Game by Ellen Raskin

Special Notes:

The materials and topics used in this package can be adapted based upon the curriculum used by individual school districts.

In this task students will develop a semantic feature matrix to record the traits of an effective mystery story; use the matrix to evaluate several published mysteries; record data, identify patterns, and display data by preparing overhead visuals; report results in class using overhead visuals; aggregate data on meta--matrix; identify target areas for further research (accessing media sources, interviews, and surveys). Expand on the example matrix to provide multiple columns for actual student work.

Introduction Paragraph for Task #1

This assessment package is designed to be a genre study. It uses mysteries as one model for the kind of genre that could be studied using this process. This inquiry could be broadened by having students use the process to explore a variety of different genre. In this variation students would develop a semantic feature matrix and would research using other media sources and would conduct an interview and also a survey around a genre of their choosing. In this variation they would have more control over the design of the questions and students with experiences in inquiry might need that kind of challenge. This would allow students to pick a particular genre to explore in this way. You could have students working on the features of poetry, historical fiction, fantasy writing, fables, myths, epics, folk tales, contemporary fiction, and biographies. An excellent resource for genre study of this kind is Lukens, R. *A Critical Handbook of Children's Literature.* Glenview, IL: Scott Foresman Publishers, 1990.

Mystery Bibliography for Step 3 - Task #1

Adler, D. *Jeffrey's Ghost and the Fifth Grade Dragon.* New York: Henry Holt, 1985.
Adler, D. *My Dog and the Birthday Mystery.* New York: Holiday, 1987.
Aleskin, A. *Alik The Detective.* New York: Morrow, 1977.
Avi, *The True Confessions of Charlotte Doyle.* Thorndike, Maine: Thorndike Publishers, 1993.
Babbitt, N. *Kneeknock Rise.* New York: Trumpet, 1970.
Base, G. *The Eleventh Hour: A Curious Mystery.* New York: Abrams, 1989.
Berends, P. *The Case of the Elevator Duck.* New York: Random House for Young Readers, 1989.
Bonsall, C. *The Case of the Cat's Meow.* New York: Harper, 1965.
Bunting, E. *Someone is Hiding on Alcatraz Island.* New York: Berkley Publishers, 1986.
Bunting, E. *The Hideout.* New York: Trumpet, 1991.
Cassedy, S. *Behind the Attic Wall.* New York: Avon, 1985.
Christian, M. *Sebastian (Super Slueth) and the Stars in His Eyes Mystery.* New York: McMillan, 1987.
Clymer, E. *The Horse in the Attic.* New York: Dell, 1985.
Cunningham, J. *Dorp Dead.* New York: Knopf, 1993.
Garfield, L. *Footsteps.* New York: Delacourte, 1980.
Giff, P. *Have You Seen Hyacinth Macaw?.* New York: Dell, 1982.
Hamilton, V. *The House of Dies Drear.* New York: McMillan, 1984.
Han, M. *Following the Mystery Man.* New York: Clarion, 1988.
Hass, E. *Incognito Misquito Makes History.* New York: Random House, 1987.
Howe, J. *Return to Howliday Inn.* New York: Avon, 1992.
Hutchins, P. *The Mona Lisa Mystery.* New York: Greenwillow, 1981.
Konigsburg, E. *From the Mixed-Up Files of Mrs. Basil E. Frankweiler.* New York: Atheneum, 1967.
Konigsburg, E. *The Dragon in the Ghetto.* New York: Dell, 1974.
Landin, L. *Meg Macintosh and the Mystery at Camp Creepy.* Boston, MA: Joy Street Publishers, 1990.
Monsell, M. *The Mysterious Cases of Mr. Pin.* New York: Atheneum, 1989.
McHargue, G. *The Talking Table Mystery.* New York: Dell, 1977.
Newman, R. *The Case of the Baker Street Irregular.* New York: Bantam, 1981.
Newman, R. *The Case of the Frightened Friend.* New York: Athenenum, 1984.
Raskin, E. *The Tatooed Potato and Other Clues.* New York: Dutton, 1975.
Raskin, E. *The Westing Game.* New York: Dutton, 1978.
Snyder, Z. *The Egypt Game.* New York: Dell, 1967.
Sobol, D. *Encyclopedia Brown Saves the Day.* New York: Nelson, 1970.
Stefanec-Ogren, C. *Sly P.I.: The Case of the Missing Shoes.* New York: Harper, 1989.
Wallace, B. *Danger in Quick Sand Swamp.* New York: Holiday House, 1991.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 1

The Mystery of Mysteries (Genre Study)

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Semantic Feature Matrix	
_____	Includes features of mystery writing that reflect general knowledge of story structure (setting, character, problem or goal, events, resolution).	_____
_____	Includes features of mystery writing that reflect beginning knowledge of mystery story structure (suspense, detection, foreshadowing).	_____
_____	Includes at least five features of mystery writing.	_____
_____	Uses notations to indicate representation of features in three mystery selections.	_____
_____	Includes specific examples and page numbers for features represented in three mystery selections.	_____
	Overhead Visual	
_____	Summarizes, organizes, and displays data in an appropriate format.	_____
_____	Visual (and/or report to class) emphasizes patterns in the data.	_____
_____	Visual is used as a tool when reporting findings to the class.	_____
	Meta-Matrix	
_____	Aggregates features from own matrix and from matrices of classmates.	_____
_____	Clarifies features through the use of more precise descriptions.	_____
_____	Includes representative titles from own matrix and from matrices of classmates.	_____
_____	Highlights a target area for further investigation.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 2
The Mystery of Mysteries (Genre Study)

Standard Code: Inquiry I.1 __√__ Honors Intermediate Level

Topic: Literary Inquiry _____ Partial

Amount of Time: 1 week _____ Required

Specific Statement(s) from the Standard:

What students should do:

2. Gather information from media sources:
   a. select a topic and frame a question
   b. access information from electronic media, print, interviews and/or other sources
   c. record and organize information
   d. report findings in written, oral or visual presentation

Product:

1. Questions and plan for additional research
2. Question cards or data chart for report to focus group

Central Learning:

- Receive information from a client, employer, or audience, connect the information with a body of knowledge, and respond appropriately.

Task Description:

1. With your target area in mind, come up with two or three questions for further investigation. For example, if you are interested in detection, come up with two or three research questions about the detective process such as "Are there steps that should be followed by a character who is trying to solve a case?" After you frame your questions, develop a plan for finding answers using media sources. What sources will you investigate in order to find out more information? You should include a combination of at least three sources of information on your plan--literary criticism (mystery book reviews and analysis of mystery writing), literary biographies (biographical sketches on mystery writers) and professional writer's associations (see special notes). Before continuing, sign up for a conference and present your questions and research plan.

2. Access sources using the appropriate technology and record the information on question cards or on a data chart (see special notes).

3. Organize your findings into a brief oral presentation for a focus group (a small group of students researching a similar area). You will be assigned to a focus group based upon the distribution of student interest across the features being investigated. Your goal is to share what you have learned with the others in your group, to answer questions, to listen as others share their information and to ask them questions as appropriate.

4. Using a different colored pen or pencil (to distinguish these additions from your previous research), add information to your question cards or data chart that you obtained during the presentations of other students in your focus group.

5. Submit your initial research questions, research plan (including sources with citations), and question cards or data chart (with additions from focus group discussion).

PERFORMANCE PACKAGE TASK 2
The Mystery of Mysteries (Genre Study)

Task Management Skills:

Team Work
- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

Special Notes:

In this task students will frame questions for further research using media sources; using available technology, gather information from at least three sources (including literary criticism, literary biography, and professional writer's associations); record and organize findings using question cards or data chart; report findings to focus group.

Step 1 - Task #2

The ability of students to conduct additional research will largely be shaped by the available technology. Many of the materials used in this task can be accessed via the Internet. Many of the journals and organizations listed in this section have home pages or web sites that students may access.

Literary Criticism, Literary Biographies, Professional Writers Association

Sources for literary criticism and book reviews that can be accessed by children include *The Web: Wonderfully Exciting Books*. Columbus, OH: The Reading Center at Ohio State University and *The Horn Book*, (14 Beacon Street, Boston, MA 02108). Both of these publications are usually available in school and/or public libraries.

Another good source is *The Writer's Handbook*. Boston, MA: The Writer, Inc. This resource contains a number of short essays by writers. For example, in the 1989 edition there is a great article called "Creating Suspense in the Young Adult Mystery" by Joan Lowry-Nixon.

Another good source for literary criticism is the reference source *Something About the Author*, which is also a good source for literary biographies.

Another excellent source for biographical information about the author is the publisher that publishes that author's books. Publishers names are usually listed on the book's title page and addresses are usually located on the copyright page. If the complete mailing address is not listed, however, students should be directed to check *Books in Print* or *Literary Marketplace*, which are reference books available in most public libraries. These resources would provide all mailing addresses that students need. Publishers will send out tear sheets or detailed brochures on the requested author.

Many authors have been written about in published biographies. Two good sources for finding out whether or not an author has been written about are Judith Silverman's book *An Index to Young Readers Collective Biographies* and Allen Stanius' book *Index to Short Biographies: For Elementary and Junior High Grades*.

There are several professional writer's associations that deal with mystery writing. These include: Mystery Writers of America, Inc., 236 West 27th Street, New York, NY 10001 and MN State Arts Board, 432 Summit Avenue, St. Paul, MN 55102.

Every year there is an annual Midwest Writer's Conference that might be a good source of information on mystery writers and on mystery writing. Michael Norman, 310 North Hall, University of Wisconsin, River Falls, WI 54022 is listed as a contact person for this conference.

There are also a variety of magazines and journals that publish only detective and mystery writing. These include:
- Alfred Hitchcock's Mystery Magazine, 380 Lexington Avenue, New York, NY 10017
- Armchair Detective, 129 West 56th Street, New York, NY 10019
- Ellery Queen's Mystery Magazine, 380 Lexington Avenue, New York, NY 10017

- Inside Detective, Reese Communications, Inc., 460 West 34th Street, New York, NY 10001
- Master Detective, 460 West 34th Street, New York, NY 10001
- Official Detective Stories, 460 West 34th Street, New York, NY 10001
- True Detective, 460 West 34th Street, New York, NY 10001

The structuring of this task assumes that students have access to the kind of technology that would allow them to access the above sources in the school setting. Modifications in the task should be made if students are required to gather these sources from more traditional means.

Step 2 - Task #2

A good resource for use in this process is Moore, D., Moore, S., Cunningham, P. and Cunningham, J. *Developing Readers and Writers in the Content Areas K-12*, 2d ed. White Plains, NY: Longman, 1994. This resource provides examples of question cards and data charts. To develop a question card, students list questions to be answered on note cards or on large sheets of paper putting one question per card or sheet. When information is located, students write specific notes underneath the question (following the information they list the number of the source and the page number for the reference). Sources are then listed separately on the resource plan and are numbered to correspond to the question cards. A data chart is a grid with research questions listed across the top and the resources to be used listed along the side. Each cell of the grid contains the information related to the question including the page numbers on which that information was found. The data chart is very similar in form to the semantic feature matrix that students were using earlier in the process.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 2

The Mystery of Mysteries (Genre Study)

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Research Questions and Plan	
_____	Frames two or three researchable questions focused on a specific feature.	_____
_____	Identifies at least three potential sources of information related to the research questions.	_____
_____	Uses appropriate citation format when listing sources.	_____
	Question Cards or Data Chart	
_____	States research questions on each card or in appropriate cells of chart.	_____
_____	Indicates sources used by number (cards) or by name (chart).	_____
_____	Records detailed information on each card or in each cell of chart.	_____
_____	Records page numbers in reference to recorded information.	_____
_____	Uses question cards or data chart to prepare brief oral presentation.	_____
_____	Revises question cards or data chart by adding information from focus group discussion.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 3
The Mystery of Mysteries (Genre Study)

Standard Code: Inquiry I.1 — __√__ Honors Intermediate Level
Topic: Literary Inquiry — _____ Partial
Amount of Time: 2 weeks — _____ Required

Specific Statement(s) from the Standard:

What students should do:

3. Gather information through direct observation and interviews:
   a. identify a topic or area for investigation
   b. write a rich and detailed description of the observation
   c. conduct an interview with follow-up questions or design and conduct a survey
   d. record and organize information
   e. evaluate the findings to identify areas for further investigation

Product:

1. Interview
2. Field note and Presentation OR Survey, Paper and Presentation

Central Learning:

- Gather information by framing initial questions, gathering responses, and developing further questions to probe for relevant information according to the time frame the situation demands.

Task Description:

Your choice of which of the following tasks to complete may be a function of your access to technology. The first option involves identifying a mystery author to interview. This might most easily be accomplished when you contact a professional writer's organization in order to gather information for the previous task (see description for Task #2). If you express a genuine and sincere interest, many writers will make themselves available during school hours for brief phone interviews, local writers may be willing to come to school to talk with a group of students, and many writers would be able to conduct an interview with you on-line. If this is not possible, you may also be able to obtain written, audio- or video-taped interviews with many authors through their publishers, your local library, or providers of instructional materials (such as the "Meet the Author" series for Grades 3-6 available from Richard Owens Publishers). Obviously, this last source is not interactive and may limit the range of information available to you. If you choose the author interview:

1. Continue working with your initial focus area or select another feature of mystery writing to investigate in greater depth. Frame a series of questions related to the feature you are investigating and to the work of the author you are interviewing. Follow procedures for developing good interview questions and write an interview guide (must include at least three primary questions, related follow-up questions, and specific prompts). Sign up for a conference when your guide is completed and prior to initiating the interview.

2. Conduct your interview using the available technology (i.e., an interview conducted on the internet will have written documentation and interviews conducted over the phone or in person will need to be audio taped).

3. Write a field note that includes your impressions of the interview, your own conclusions about the feature of mystery writing you have been investigating, quotes from the source that related to your conclusions, and areas for further investigation. Follow all stages of the writing process and submit your final draft.

4. You will present your findings at the mystery writer's conference in a roundtable discussion format. Prior to the conference, prepare a three sentence abstract of what you will be talking about so that your teacher can place you at a table with students who have investigated diverse features of mystery writing.

The second option for this task involves the design of a survey that you will administer to a school population, to a community population (i.e., patrons of the local library or a book discussion group that meets at a local bookstore), or that you will make available on a home page. If you choose the survey:

1. Continue working with your initial focus area or select another feature of mystery writing to investigate in greater depth. Frame a series of questions related to mystery writing in general and the specific feature you are investigating. Follow procedures for effective survey design and write a survey (must include at least five questions and varied question formats). Sign up for a conference when your survey is complete and prior to initiating data collection.

2. Administer your survey to the target population and gather your results. Depending on the target population and mode of administration selected, this may involve one sampling event (i.e., a meeting of the Barnes and Noble Mystery Book Discussion Group) or may involve an extended period of sampling (i.e., making your survey accessible on a home page until enough responses have been received).

3. Write a paper that describes your choice of target population, your sampling procedures, the number of respondents to the survey, your survey questions, your results, your conclusions, and areas for further investigation. Follow all stages of the writing process and submit your final draft.

4. You will present your findings at the mystery writer's conference in a roundtable discussion format. Prior to that conference, prepare a three sentence abstract of what you will be talking about so that your teacher can place you at a table with students who have investigated diverse features of mystery writing.

PERFORMANCE PACKAGE TASK 3
The Mystery of Mysteries (Genre Study)

Task Management Skills:

Resource Management
- Access information efficiently and effectively
- Properly use and care for materials, equipment and facilities
- Share materials appropriately

Perseverance
- Focus on the task for appropriate length of time
- Continue to try despite frustrations, distractions and obstacles
- Attend to details and checks for errors

Special Notes:

In this task students will develop an interview guide; conduct an interview (via internet, phone, or in person) with a published mystery writer; write field notes based upon interview by integrating quotes from the source with own conclusions about an important feature of mystery writing; presents information at writer's conference.

OR

Students will develop a survey; identify target audience (school, community, or internet); conduct survey; record data; synthesize survey data from other sources; present a paper at writer's conference outlining important criteria for evaluating mystery writing.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 3

Option 1
The Mystery of Mysteries (Genre Study)

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Interview Guide	
_____	Includes three primary questions that are designed to encourage extended responses.	_____
_____	Develops each primary question by generating potential follow-up questions.	_____
_____	Lists specific prompts for use during the interview.	_____
_____	Questions relate to one or more features of mystery writing.	_____
_____	Questions relate to the work of the author being interviewed.	_____

Field Note

_____	Records impressions of the interview (background, limitations).	_____
_____	Draws a logical conclusion about one or more features of mystery writing.	_____
_____	Integrates quotes from the interview source in order to support conclusions.	_____
_____	Generates questions and areas for further investigation.	_____
	OVERALL EVALUATION	_____

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 3

Option 2
The Mystery of Mysteries (Genre Study)

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Survey	
_____	Includes background, multiple choice, and open-ended question formats.	_____
_____	Questions address general aspects and specific features of mystery writing.	_____
	Paper	
_____	Describes choice of target population and relates choice to survey questions.	_____
_____	Choice of sampling procedure is appropriate given target audience.	_____
_____	Indicates the number of respondents to the survey.	_____
_____	Includes a copy of survey or lists survey questions in body of paper.	_____
_____	Draws a logical conclusion about one or more features of mystery writing.	_____
_____	Integrates results from the survey in order to support conclusions.	_____
_____	Generates questions and areas for further investigation.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK

PERFORMANCE PACKAGE TASK 4
The Mystery of Mysteries (Genre Study)

Standard Code: Inquiry I.1 ___√___ Honors Intermediate Level

Topic: Literary Inquiry _____ Partial

Amount of Time: _____ Required

Specific Statement(s) from the Standard:

What students should do:

1. Gather information from direct observations or experiments with a variable:
   a. frame a question
   b. collect, record and display data
   c. identify patterns
   d. compare individual findings to large group findings
   e. identify areas for further investigation

Product:

"Constructive Criticism" letter

Central Learning:

- Identify and apply criteria to make judgments about a product, situation, or idea.

Task Description:

As a class, you will develop a tool for assessing mystery stories that reflect your shared criteria for mystery writing. Beginning with each feature that you have investigated, you will write a criterion statement by being specific about our standards for that feature. For example, "suspense" is a feature that many of you have investigated. When you write it as a criterion for mystery writing, you want to be specific about your expectation for the writing. As a result, the criterion for suspense might be "The author uses cliff-hangers at key points in the story in order to build suspense." Since you have investigated different features of mystery writing, you'll need to work in groups with other students to propose criteria for that feature. After your teacher has assigned you to a group:

1. Discuss the feature with your focus group. Using what you have learned about the feature, draft a criterion or criteria stating your standards for mystery writing in that area.

2. During the whole class discussion, ask one member of your group to propose your draft statement(s) for that feature. These will be recorded by the teacher and developed into a checklist for evaluating mystery writing.

3. Your teacher will provide you with a draft of the checklist. Respond to the draft by making suggestions for revision; in addition, proofread the checklist and make editing suggestions.

4. When the checklist reaches this stage, it should be field tested and used to evaluate a piece of mystery writing. Your teacher will provide you with a short mystery selection (see special notes) for your evaluation. Read the mystery, use the checklist to focus your observations, and write a letter to the author of the mystery. In your letter, you should offer "constructive criticism" by identifying the features of mystery writing used by that author, by asking questions about features that are not handled effectively by the writer, and by providing specific recommendations for how the writer might use these features more effectively. At this point, you should be using all that you have learned about mystery writing to provide the strongest evaluation of the writing you are able to provide. Follow all steps of the writing process and submit your final draft of the letter for review.

5. In order to process this experience, you and your classmates will discuss the effectiveness of the checklist. Did it help you evaluate mystery writing? Do you think it would be useful to you in responding to mystery stories in your reading response journal? Do you think it would be helpful to you in writing your own mystery stories? Does it need to be revised in any way in order to be more helpful to you? After the discussion, the checklist should be revised as appropriate and then used as an assessment tool in the classroom.

PERFORMANCE PACKAGE TASK 4
The Mystery of Mysteries (Genre Study)

Task Management Skills:

Team Work

- Contribute to group with ideas, suggestions and effort
- Work productively in various group role assignments
- Collaborate with a variety of people from diverse backgrounds

Special Notes:

In this task students contribute to the development of shared criteria for evaluating mystery stories; evaluate a short piece of mystery writing; write a detailed description of observations, questions, and suggestions for improving the mystery in the form of a "constructive criticism" letter to the author.

Step 4 - Task #4

There are a variety of sources that can be used for short mystery selections. Published sources include:

- Sobol, D. *Two Minute Mysteries.* New York: Scholastic, 1986.
- Sobol, D. *Still More Two Minute Mysteries.* New York: Scholastic, 1992.
- Miller, M. *You Be the Detective.* New York: Scholastic, 1992.

Another source is the writing that is done by students. Although students can use the checklist to evaluate the writing of peers, it is often better to have a model for them to evaluate that does not come from the class itself. Students can evaluate the writing of fifth grade students from other classes, other schools, or previous years.

In addition, the following book contains an example of a mystery that is written by a fifth grade student:
Jenkins, C. B. *Inside the Writing Portfolio: What We Need to Know to Assess Children's Writing.* Portsmouth, NH: Heinemann, 1996.

The tasks in this package will also allow students to demonstrate competencies in Standards for Read, View, Listen and Writing and Speaking. However, the performance criteria listed here reflect the requirements for meeting the inquiry standard. Additional criteria would need to be generated if tasks in this package are used to assess other standard areas.

This assessment package is based upon material that may appear in the following publication: Monson, M.P. and Monson, R.J. (in press). *Integrated Learning Assessment: Building Stronger Bridges Between Learning, Curriculum and Assessment.* Tucson, AZ: Zephyr Press. Task designer Michele Pahl Monson can be reached through e-mail at 0197supt@informns.k12.mn.us.

Performance Criteria:

FEEDBACK CHECKLIST FOR TASK 4

The Mystery of Mysteries (Genre Study)

E=Excellent
S=Satisfactory
N=Needs Improvement

Student		Teacher
	Constructive Criticism	
_____	Correctly identifies features of mystery writing used by the author.	_____

_____	Generates questions for the author around one or more features.	_____
_____	Generates recommendations for the author around one or more features.	_____
_____	Questions and recommendations demonstrate understanding of the features of mystery writing.	_____
_____	Questions and recommendations demonstrate understanding of the uses of the checklist.	_____
_____	Evaluation of the writing is appropriate, supported by observations, and based on information gleaned throughout the inquiry.	_____
	OVERALL EVALUATION	_____

Notes following Performance:

ATTACH ALL DOCUMENTS THAT ARE APPROPRIATE TO THIS PERFORMANCE TASK